

FEDERAL MEDICAL CENTER, DEVENS CAMP

P.O. BOX 879

AYER, MASSACHUSETTS 01432

July 18, 2017

Dear HONORABLE GEORGE A. O'TOOLE, JR,

My name is Marshall Lane. You sentenced me to 150 months... on September 8th 2010. I became addicted to pharmaceutical opiates in 2003 and eventually transitioned to herion use. I had a troubled childhood. I used drugs to escape my problems and responsibilities. I abused my prescription Adderall as a preteen and teen. I smoked and sold marijuana when I was a teen, sold cocaine in my early twenties, and eventually got involved in selling crystal meth and herion, which is the reason you sentenced me to 150 months in prison. I am deeply ashamed of my past choices.

I sobered up in prison. My time has been used productively. I taught GED classes for 3 years at Otisville medium security prison, where I earned a 2000 hour teachers aid apprenticeship through the Department of Labor. I helped many men earn their GED, which gave me the confidence to further my own education.

I also participated in the Mentorship Program in Otisville. A program reserved for the brightest and most well behaved prisoners. There was a strict interviewing and vetting process to gain admission to this program, but those who were accepted gained access to higher educational opportunities. Professors, business people, and speakers came from the community to teach mentors communication skills, public speaking, creative writing, resume writing, interviewing skills, and more. As a mentor I took this knowledge and coached inmates nearing release (mentees) on how to find jobs, write resumes, interview, and operate successfully in society.

During this time my Aunt Kris and Uncle Mark (My Father's brother and sister) enrolled me in two LSU correspondence college courses: Intro to Psychology and College Algebra. I'm proficient in math, but found the algebra difficult without a computer. It often took me more than one page of scrap paper to solve a problem, then I had to graph the coordinates by hand. I recieved a B for the math course.

I read the psychology book and found the science fascinating. I aced the LSU psych course.

The problem was, my family couldn't afford to pay for a \$10,000 associates degree from a correspondence college like LSU or Ohio State. Through research I found that Ashworth College provided a Psychology Associates Degree Program for half the price. My family enrolled me on a monthly pay plan. Regardless, the money continued to be an issue. I told one of my counselors at Otisville about my quandary. She in turn shared my problem with a professor from Queensborough Community College, who was teaching the mentors public speaking. The professor's name is Dr. Franca Ferrari-Bridgers. Franca and her husband agreed to finance my college if I answered some questions and wrote a CV and resume. I did as they asked, and they were pleased with my work. Franca and her husband paid for two thirds of my degree, my aunt and uncle paid for the other third. I graduated with a 3.79 out of a possible 4.0 GPA.

Besides being a tutor, mentor, and college graduate; I've managed to remain incident report free my entire incarceration. I've participated in drug programs, health and fitness programs, a horticulture program, a stationary engineering apprenticeship, I've trained in welding, I've trained in construction and heavy machinery operation, I've done mechanical work, I learned how to type over 40 words per minute, I'm proficient in Microsoft Office, and I'm currently the head maintenance technician for FMC Devens Camp. When things break in the camp I fix them. I like the maintenance job, because it allows me to put my problem solving skills to use. I believe the most important part of problem solving is having the humility to ask questions and ask for help.

I've participated in the Community Outreach Program at Devens Camp for over a year. The Outreach program is run by two social workers from the prison. There was also a rigorous interviewing and vetting process for this program. I was one of the first applicants accepted when the program started. The mission of the Outreach Program is for inmates to visit high schools and colleges to speak about the dangers of drugs and crime. I've visited many different schools to talk

about my life, my bad decisions, and how those choices hurt others and myself. I do this in the hope that my testimony deters others from making the same mistakes that led me to the place I'm in now.

I have also been studying and practicing Theravada Buddhism for the past 3 years. Buddhism has given me a strong moral foundation, especially the precept of abstinence from intoxicants, which states that using intoxicants polutes the mind causing delusional thinking and suffering. Something I understand all too well.

I am not the man who stood before you all those years back. I'm a better man, with a changed heart. My mind and actions reflect kindness, restraint, generosity, compassion, and determination. I would like to use my psychology degree to help addicts get clean, I would like to be a positive force in the lives of underprivileged kids, and I'd like to continue my education. I have the tools to help people struggling with addiction, and I'm ready to be a transformative influence in the community. I feel confident in my ability to make a positive contribution to society, because I understand that even the most down trodden of souls can do amazing things with the right kind of motivation.

As long as I'm in prison my abilities are of minimal effect. I can no longer pursue college. Prison also offers little help for those trying to educate themselves (see enclosed cop-out). When the two point reduction came out my sentence was unaffected, because my guidelines were too high. I spend my time in prison helping others. I'm ready to help people in society, while under appropriate supervision. Is there anything you can do to help me?

Enclosed are some certificates and some information about my accomplishments. Included are a few letters from people who I've met in prison and have shaped my life in a positive way. I could have added more, but to avoid loquacity I opted for contents of high substance. There are also a couple of college papers squeezed in at the end if you are interested in reading them. If you would like more info or references, let me know. Thank you for your time and consideration.

Sincerely,

*Marshall Ross Sane*

P.S. Please docket this packet.

Dr. Franca Ferrari-Bridgers

To the Honorable George A. O'toole, Jr.  
United States District Judge.

New York, July 12<sup>th</sup>, 2017

It is with great pleasure that I am writing this letter on behalf of Mr. Marshall Lane (26904-038). I met Mr. Marshall in 2012 when I was teaching a public speaking course at Otisville Federal Correctional Facility. Since the first meeting Marshall stood out as an outstanding student. Not only he was eager to learn but also, he immediately demonstrated his exceptional intelligence. Marshall's intellectual abilities impressed me so much that my husband and I decided to support Marshall's college education. Marshall did not disappoint us and after few semesters he earned his Associated Degree in Psychology, while incarcerated.

But Marshall's exceptional intellectual abilities are not the only features of Marshall's personality that surprised me. Marshall's desire to use his life experience to help the youth at risk is another aspect of his character that I sincerely admire. I am so proud that Marshall is putting in practice what he learned about public speaking by becoming a fine motivational speaker. The list of events Marshall delivered his speeches is quite impressive and it shows that Marshall has been active in his community helping the youth to understand the legal consequences of illegal behaviors and activities.

Marshall's openness about his past errors and his desire to help the youth to avoid committing the same mistakes show to me how Marshall intelligently used his experience in prison to improve himself as a person. This also shows how Marshall took advantage of what the Correctional system offers in terms of education, rehabilitation and training to really change himself. Marshall has an outstanding record of certificates and hours of services inside different correctional facilities that can prove his desire to change his old self.

To conclude, Honorable George A. O'toole, Jr., I hope you will take into consideration my words while making a decision about Marshall's sentence. Please do not hesitate to contact me at [ff244@nyu.edu](mailto:ff244@nyu.edu) if you have any question

Sincerely

Dr. Franca Ferrari-Bridgers



July 24, 2017

To whom it may concern,

Inmate Lane reg. # 26904-038 has worked in Facilities at FMC Devens for the past 1.5 years. Inmate Lane has shown positive work ethics his entire time in this department. He has taken great strides to complete assignments and has taken the lead on many projects. He has been a positive influence on new inmates assigned to the detail.

A handwritten signature in black ink, appearing to read 'D. Walsh', is written over a printed name.

D. Walsh

Maintenance Mechanic Foreman



U.S. Department of Justice

Federal Bureau of Prisons

*Federal Medical Center, Devens*

---

*P.O. Box 880  
Ayer, MA 01432*

1 August 2017

**SUBJECT:** FMC Devens - Community Outreach Program, Participation  
LANE, Marshall  
Reg. No. 26904-038

**FROM:** CDR Robyn Coons, LICSW, BCD, Program Coordinator

The Federal Bureau of Prisons Medical Center - Devens located in Ayer, Massachusetts, has a community outreach program utilizing minimum security inmates to give presentations about their lives, their criminal lifestyles, their incarceration experiences, the effect it has had on them and their families, and lessons learned in a hope that others will not make the same mistakes they did. It is not a "scared straight" style of talk, but a straight-forward, down-to-earth sharing of their lives, opportunities lost, personal insight, and an opportunity to take questions and interact with the audience. The participants in this program are carefully screened and selected based on their behavior in their unit, job detail, willingness to accept responsibility for their choices and commitment to make the needed changes in their lives.

Mr. Lane was a member of this program from 1 December 2016 through 4 August 2017, and participated in 11 programs to date, speaking to over 2000 students. By sharing his compelling story, Mr. Lane has offered adolescents, young adults, "at-risk" youths, insight and reflection as to the realities and consequences of irresponsibility, drug abuse, greed, peer pressure, the criminal justice system, and loss of freedom. As well as, positive actions a person can take to deal with the challenges of life. In addition to the community presentations, Mr. Lane was expected to participate in weekly meetings. Mr. Lane was supportive of other FMCD presenters, conducted himself in a positive manner and displayed appropriate behaviors both in the community and at FMC Devens Camp.

# The United States Department of Labor

## Office of Apprenticeship Certificate of Completion of Apprenticeship

*This is to certify that*

**Marshall Lane**

*has completed an apprenticeship for the occupation*

**Teacher Aide I**

*under the sponsorship of*

**FCI Otisville, NY**

*in accordance with the basic standards of apprenticeship*

*established by the Secretary of Labor*

*[Signature]*

Apprenticeship & Training Representative

March 7, 2013

Date Completed



*[Signature]*

Secretary of Labor

*[Signature]*

Administrator, Office of Apprenticeship



# Outstanding Service

IN HONOR OF YOUR OUTSTANDING PERFORMANCE AND DEDICATION TO GENERAL  
EDUCATION DEVELOPMENT, THE EDUCATION DEPARTMENT AT FCI OTISVILLE, NEW  
YORK GLADLY PRESENTS

**MARSHALL R. LANE**

WITH THIS CERTIFICATE OF RECOGNITION FOR YOUR HIGH STANDARDS OF EXCELLENCE  
AS A  
**ACADEMIC TUTOR**

*M. Paulano*

TUTOR SUPERVISOR

*A. Bell*

SUPERVISOR OF EDUCATION (SOE)





# Ashworth College

*In recognition of the completion of the prescribed program of study*  
Associate of Applied Science in

Psychology

Magna Cum Laude

*This Degree is hereby awarded to*

Marshall Ross Lane

*In testimony whereof, this Diploma has been conferred in Atlanta, Georgia.  
Whereupon the undersigned have affixed their names on this  
Twelfth day of October, Two Thousand Sixteen.*

*Rob Klapper*  
Rob Klapper  
President



*William Raksh, J.D., Ph.D.*  
William Raksh, J.D., Ph.D.  
Chief Academic Officer



# ASHWORTH COLLEGE

Student: Marshall Ross Lane #26904-038

Graduation: Oct 12, 2016

Student ID: AC1308147

Issue Date: Oct 12, 2016

COURSE	GPA	DATE ENROLLED	DATE COMPLETED	GRADE	CREDITS/UNITS
Introduction to Business		10/17/2013	12/10/2013	B	3
Business English		12/10/2013	02/07/2014	B	3
Human Relations		01/31/2014	03/19/2014	A	3
Introduction to Psychology II		01/31/2014	06/02/2014	A	3
Personal Finance		09/08/2014	10/14/2014	B	3
Human Growth and Development I		10/10/2014	12/22/2014	A	3
Human Growth and Development II		11/07/2014	01/13/2015	A	3
Business Communication		12/22/2014	01/20/2015	A	3
American Government		01/20/2015	05/12/2015	A	3
Social Problems		03/25/2015	06/17/2015	A	3
Social Psychology		07/14/2015	09/17/2015	A	3
Abnormal Psychology		07/20/2015	12/10/2015	A	3
Organizational Behavior		09/23/2015	11/25/2015	A	3
Introduction to Computers		12/28/2015	02/25/2016	A	3
Psychology of Personality		02/16/2016	03/12/2016	A	3
Business Ethics		06/20/2016	09/01/2016	B	3
Principles of Marketing		05/10/2016	07/21/2016	A	3
Human Resource Management		07/27/2016	09/08/2016	A	3

**Grade Listing For:** Lane, Marshall Ross  
**Enrollment Number:** 705541  
**Course Code:** PSYC 2000  
**Course Title:** INTR TO PSYC  
**Overall Course Grade:** A  
**Enrollment Date:** 09/21/2012  
**Expiration Date:** 06/21/2013

**Exam Center:**  
**Admin Name:** MICHAEL PAVILONIS, PROCTOR  
**Admin Addr Line1:** EDUCATION SPECIALIST  
**Admin Addr Line2:** FCI OTISVILLE NY  
**Admin Addr Line3:** PO BOX 1000  
**City, State Zip:** Otisville, NY 10963  
**Admin Phone:** 845-386-6264 **Admin Fax:**

Please contact us at [answers@outreach.lsu.edu](mailto:answers@outreach.lsu.edu) if you have a question about a discrepancy in your records and this list of grades.

**Grade Listing For:** Lane, Marshall Ross  
**Enrollment Number:** 710608  
**Course Code:** MATH 1021  
**Course Title:** COLLEGE ALGEBRA  
**Overall Course Grade:** B  
**Enrollment Date:** 05/24/2013  
**Expiration Date:** 02/24/2014

**Exam Center:**  
**Admin Name:** MICHAEL PAVILONIS, PROCTOR  
**Admin Addr Line1:** FCI OTISVILLE  
**Admin Addr Line2:** FEDERAL CORRECTIONAL INST  
**Admin Addr Line3:** P.O. BOX 600  
**City, State Zip:** Otisville, NY 10963  
**Admin Phone:** 845-386-6764 **Admin Fax:**

**Grades are reported as letter grades: A, B, C, D, and F. Other letters that may appear are the following:**

P	Pass
I	Incomplete
H	Lesson on Hold

**Federal Bureau of Prisons  
FCI Otisville  
Certificate of Completion**




**MARSHALL LANE**

26904-038

Is being recognized for his completion of the **Non-Residential Drug Abuse Program** here at FCI Otisville. He is presented with this certificate of completion of the program.

This certificate is hereby issued this 21<sup>st</sup> day of March, 2014

  
P. Griffin, PhD, Drug Abuse Program Coordinator

  
E. M. Dariotis, M.Ed., Drug Treatment Specialist



# Community Outreach Program Certificate of Completion

The following individual,

**Marshall Lane,**

Presented to:

51 students at **The Victor School**  
Acton, Massachusetts  
on May 9, 2016

CDR Coons, Social Worker

Coons



# Community Outreach Program Certificate of Completion

The following individual,

**Marshall Lane,**

Presented to:

145 Students at Fitchburg High School  
Fitchburg, Massachusetts  
on April 3, 2017

CDR Coons, Social Worker

LCDR Rasmussen, Social Worker



# Community Outreach Program Certificate of Completion

The following individual,

**Marshall Lane,**

Presented to:

95 kids at Worcester Police Department Gang Unit ~ Gang Camp  
Worcester, Massachusetts  
on July 24, 2017

CDR Coons, Social Worker

A handwritten signature in cursive script, appearing to read 'Coons', written over a horizontal line.

LCDR Rasmussen, Social Worker

A handwritten signature in cursive script, appearing to read 'Rasmussen', written over a horizontal line.



# Certificate of Achievement

This Certifies That

*Marshall Lane*

Has Successfully Completed

*Keyboarding with a minimum of 35 WPM*

Date

*April 6<sup>th</sup> 2012*

Awarded By

*Mr. R. Allen*

*Note  
I type  
50 words per minute  
these days*



**Teknimedia™**  
Excellence in Computer Education

# Certificate of Achievement

This Certifies That

*Marshall Lane*

Has Successfully Completed

PCIC3 Internet and Computing Core Certification

CBT Program by Teknimedia

April 6, 2012

Date

Mr. R. Allen

Mr. Allen

# Certificate of Accomplishment

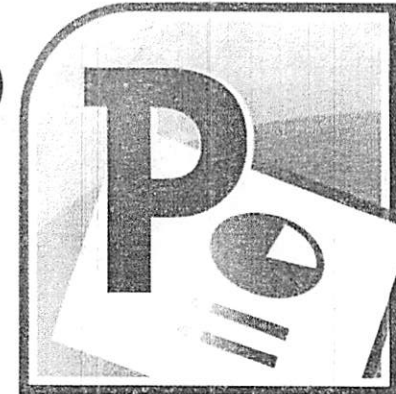
## Microsoft PowerPoint 2010

The FMC Devens Education Department is pleased to  
present this certificate to:

*Lane Marshall*

For successfully completing 110 hours of classroom  
study and computer lab workshop in  
PowerPoint 2010.

May 2017



A handwritten signature in black ink, appearing to read 'J. Hicks', located above the printed name of the instructor.

Mr. J. Hicks  
VT Computer Instructor

Note → I'm currently enrolled in Microsoft Excel and word. This is the 2nd time training in these programs.

# CERTIFICATE OF ACCOMPLISHMENT

This certificate is awarded to

*Marshall Lane*

For successfully completing the course in the formation and structure

of a business plan at the FMC Devens Education Department, presented by SCORE®

May 19<sup>th</sup>, 2017

**SCORE®**

Counselors to America's Small Business

*Wp Kern*  
Mr. Keene, RPP Coordinator

BP-A0148

## INMATE REQUEST TO STAFF CDFRM

JUNE 10

U.S. DEPARTMENT OF JUSTICE

FEDERAL BUREAU OF PRISONS

TO: (Name and Title of Staff Member) <i>Ms. Akers</i>	DATE: <i>10-30-2015</i>
FROM: <i>Marshall Lane</i>	REGISTER NO.: <i>26904-038</i>
WORK ASSIGNMENT: <i>Welding</i>	UNIT: <i>I Unit</i>

SUBJECT: (Briefly state your question or concern and the solution you are requesting. Continue on back, if necessary. Your failure to be specific may result in no action being taken. If necessary, you will be interviewed in order to successfully respond to your request.)

*I would like to request another <sup>Type writer</sup> printer with memory. I am enrolled in college courses, and the Type writers we have here are so old it is difficult to format an appropriate college paper. I would like to meet with you and discuss this matter further if possible.*

*Thank you for your time.*

(Do not write below this line)

*Marshall Lane*

DISPOSITION:

Signature Staff Member <i>[Signature]</i>	Date <i>11-2-15</i>
--	------------------------

Record Copy - File; Copy - Inmate

PDF

Prescribed by P5511

This form replaces BP-148.070 dated Oct 86  
and BP-S148.070 APR 94

Mr. Lane,

A limited number of typewriters are available for legal use only by inmates in the Education Department. Inmates may be required to verify they are typing legal work. Unauthorized use of typewriters may result in disciplinary action. Inmates utilizing the typewriters will be required to provide their own typewriter ribbon and correction tape. These items are available for purchase through the commissary, with a possession limit of two of each item. Indigent inmates will be allowed to check out ribbons through the Education Department. Typewriters will not be reserved by inmates, and any paper or materials left at the typewriters after and between shifts will be considered contraband.

Due to low funding, typewriters will be limited and will not include memory. In addition, replacement of broken equipment will be dictated by funding.

K. Akers, Supervisor of Education

When I was at Otisville and Danbury the staff were very accommodating when it came to college work. I was afforded typewriters, even word processors. Ms. Akers was the head of education at FMC Devent.

Despite the restrictive educational atmosphere of Devent Camp, I completed my associates degree. Ms. Akers never met with me on this matter.





430 Technology Parkway  
Norcross, GA 30092-3406  
www.ashworthcollege.edu  
770-729-9389 (fax)  
1-800-224-7234

Name Marshall Lane 26904-038  
Address FM C, Devens Camp  
City Ayer State MA Zip 01432

## Mandatory Graded Assignment

### Submission and Evaluation Form

Course Code and Title S05H Social Problems  
(Example: C05 Business Communications II)

Lesson # 3

Student # AC1308147

#### For Ashworth College Graders Only

9/6 Work Was Acceptable

Graded By

Betty Griffin, PhD

Work Was Not Acceptable\*

Date Graded

10/14/15

Comments

Please see attached

Note → This is a paper I  
to wrote on violence.

Judge

\*Because your work was not acceptable, you are required to complete and submit the assignment again. We will keep a copy of your work on file for 60 days. If you have any questions about this assignment, you must contact us within 60 days.



Hello Marshall,

You performed well on the assignment. Information provided is substantial, and provided real synthesis of the material!

**Directions:** Be sure to make a copy of your answer before submitting it to Ashworth University for grading. Unless otherwise stated, answer in complete sentences, and be sure to use correct English spelling and grammar. Sources must be cited in APA format. Your response should be a minimum of one (1) single spaced page to a maximum of two (2) pages in length.

Discuss three (3) changes that, according to the textbook, can be made in our society to reduce violence. Begin with a summary of the change; then give examples; finally, agree or disagree with the textbook, explaining the logic of your opinions. **(This was done well)**

**15/15 points**

1<sup>st</sup> Change: The student should discuss that the textbook says that norms, attitudes, and values about the legitimacy of violence can be changed; this is best done in children. Families, churches, schools, etc. need to be part of this process. The student should give an example.

**17/18 points**

Opinion and Explanation on 1<sup>st</sup> Change: Answers will vary. Student should receive credit for a reasonable and complete response.

**15/15 points**

2<sup>nd</sup> Change: The student should discuss that the textbook says that gun control measures should be established. The student should give an example. The textbook gives examples from Columbia, South America.

**17/18 points**

Opinion and Explanation on 2<sup>nd</sup> Change: Answers will vary. Student should receive credit for a reasonable and complete response.

**15/15 points**

3<sup>rd</sup> Change: The student should discuss that the textbook says that violence in the mass media should be reduced. The student should give an example. The textbook gives the example of an experiment with children watching prosocial programs and then playing with toys in prosocial ways.

**17/19 points**

Opinion and Explanation on 3<sup>rd</sup> Change: Answers will vary. Student should receive credit for a reasonable and complete response.

**96/100** Good job overall! A few points were unclear.

Betty Griffin, PhD

*Adjunct Faculty*

Your feedback is very important to me! Please complete this brief survey:  
<https://www.surveymonkey.com/s/X6GRPP9>

Marshall Lane  
AC1308147  
S05H Social Problems  
Lesson 3  
6-2-2015

#### INTODUCTION:

Violence works to unravel peace and security in American society. This is not a new problem; it is as old as time. Americans would benefit if violence were eradicated or greatly reduced. Suffering comes in many forms, but when it comes from those closest to us or from people in our community, our percieved notions of civic safety begin to crumble.

The book outlines 3 changes society could make to reduce violence. I will summerize these changes, then give some examples of possible courses of action, and finish by agreeing or disagreeing with the books sugestions. I'll also share some of my thoughts and opinions.

1. First off, the book suggest that present norms, attitudes, and values concerning violenc need to be changed; and that people should learn alternatives to violence and aggression. One such attitude that should be changed is the idea that violence can be solved by violence. This idea is false, in effect violence perpetuates violence. Another example is the norm of physical punishment. Studies have concluded that over time, the use of physical punishment increases the likelihood of delinquent and antisocial behavior by children and is associated with violent crime in adulthood ( Straus 1991; Straus, Sugarman, and Giles-Sims 1997).

I agree with the book that violent norms, attitudes and values should be changed. I also agree that children and adults should learn alternatives to violence and aggression. I believe it is possible for anyone to live up to their full potential, and have success without using aggression. It may even be crucial considering altruism is ranked as the most desirable human trait. I know there is a fine line between asertiveness and aggressiveness. Therefore, all people should be trained in assertive communication.

2. The second change suggested by the book is gun-control measures. It has been proven that gun-control measures reduce violence. When two cities - Cali and Bogota - banned the carrying of firearms on weekends, holidays, and election days the homicide rates went down (Villaveces 2000). In another study researchers found in states where laws were passed making gun owners responsible for storing firearms so that they were inaccessible to children, unitentional shooting deaths of children younger than 15 declined by 23% ( Cummings et al. 1997).

I agree with the book. Guns should be seriously controlled and, in my opinion, eventually abolished. Guns serve 2 purposes: to harm or to kill. With such a tool in peoples hands it only puts those uses in their minds.

3. Thirdly, the book suggests that violence in the mass media should

be reduced. Especially violence in television marketed towards small children. Instead, the book suggests that prosocial behavior should be promoted more through television.

It's no secret that there is violence in television programming. A group of researchers at 4 universities analyzed 2,500 hours of television (Farhi 1997). They found some violence in 57% of the programs. A study by Eron (1987) found a significant correlation of .41 between the amount of violent television a child saw at 8 and aggressive behavior when the child reached the age of 30.

I agree with the book on this point. People are quick to mimic the behaviors they see in others. There have been many psychology studies done on this subject. The findings are unanimous, viewing violence elicits violent behavior in the viewer. In my opinion, mimicry is an obvious human behavior. There has been much debate lately about mirror neurons in our frontal lobe that cause us to automatically conform to the behaviors of others. The amount of human behavior that is naturally reactive or willfully decisive is a mystery to me. Although I don't completely understand what causes people to act, I do believe by instilling altruistic and prosocial values in the minds of children the possibilities for future violent behavior would be greatly reduced.

#### CONCLUSION:

Violence is pervasive in human culture and in nature. I'd say the difference between the two is that nature facilitates violence for survival needs, while human violence towards other humans is mostly for unnecessary perceived notions. I believe if we, as a world culture, can work together to instill positive values in the minds of our youth, while working to eliminate the current violent components that muddle the peace of our societies, in the near future the world will become a safer place.

## REFERENCES

Social Problems and the quality of life/ Robert H. Lauer, Jeanette C. Lauer.-8th ed.

Cummings, Peter, David C. Grossman, Frederick P. Rivara, and Thomas D. Koepsell. 1997. "State gun safe storage laws and child mortality due to firearms." Journal of the American Medical Association, 278 (October 1): 1084-86

Eron, Leonard D. 1987. "The development of aggressive behavior from the perspective of a developing behaviorism." American Psychologist 42 (March): 435-42

Farhi, Paul. 1996. "Harmful violence found to fill TV." Washington Post, February 6.

Straus, Murray A., David B. Sugarman, and Jean Gile-Sims. 1997. "Spanking by parents and subsequent antisocial behavior of children." Archives of Pediatrics & Adolescent Medicine 151 (August): 761-67.

Villaveces, A., et al. 2000. "Effect of a ban on carrying firearms on homicide rates in two Colombian cities." Journal of the American Medical Association 283 (March 1): 1205-209.

Inmate # 26904-038

**ASHWORTH  
COLLEGE**6625 The Corners Parkway  
Suite 500  
Norcross, GA 30092  
www.ashworthcollege.edu  
770-729-9389 (fax)  
1-800-224-7234Name Marshall Lane AC1308417  
Address FMC, Devens Camp Po. Box 879  
City Ayer State MA Zip 01432

## Writing Assignment

### Submission and Evaluation Form

Course Code and Title M03C Organizational Behavior  
(Example: C05 Business Communications II)Lesson # 4Student # AC1308147

#### For Ashworth College Graders Only

100 Work Was AcceptableGraded By Christen Garcia

\_\_\_\_ Work Was Not Acceptable\*

Date Graded 11/15Comments Marshall, you did a very good job on this assignment. You made great points. Your responses were thorough and clearly demonstrated your knowledge & understanding of the material.

\*Because your work was not acceptable, you are required to complete and submit the assignment again. We will keep a copy of your work on file for 60 days. If you have any questions about this assignment, you must contact us within 60 days.

---

## LEARNING GUIDE

---

## LESSON 5

---

# Leadership, Power, Conflict, and Negotiation

### ■ *Overview*

In this lesson, students learn how leadership, power, conflict, and negotiation impact an organization. They are introduced to theories and approaches to leadership, and are presented with the differences and relationships between leadership, power and management. Finally, students are exposed to the conflict, the conflict process, and effective strategies for negotiating.

### ■ *Learning Objectives*

After completing this lesson, you should be able to:

- Explain theories and approaches to leadership.
- Describe how politics can influence an organization.
- Describe conflict and the stages of the conflict process.
- Examine effective negotiating strategies.
- Discuss the differences between leadership, power, and management.

Description of status and the barriers to effective communication  
and their effect on business

Marshall R Lane

Ashworth College



PART A - STATUS IN BUSINESS

1. Status is a socially defined position given to groups of people or group members by others (Essentials of Organizational Behavior - 12th Edition). Status is found in all human societies. Status can denote power over people and resources, it can define individual and group responsibilities, and it can shape social perceptions attributed to certain individuals and groups.

According to status characteristics theory; status comes from the power a person wields over others, a person's ability to contribute to a group's goals, or an individual's personal characteristics (J. Berger, et al, 1977).

2. There could be many global implications due to status for an international manager in western culture. For example, when Steve Jobs was alive he was known for doing business with a lot of foreign companies, along with outsourcing much of Apple's production. Steve Jobs was a perfectionist, he wanted to get the best product to his customers. He imported fine Italian marble for his Apple stores, used state of the art gorilla glass for his phones, and outsourced production to China.

Since Steve Jobs had such a powerful reputation in business different companies around the world were eager to do business with Apple. Apple products are also sought after world wide. Ultimately, Steve Jobs used his status, influence, power, and presence to make Apple what it is today.

Another example is the case of Elon Musk. Elon Musk is an engineer who used his brilliance to turn his visions into realities. After selling his company Pay Pal, Elon Musk was worth over a billion dollars. He used the money to create two great companies: Space X and Tesla. Space X broke into the new arena of privatized space technologies, while Tesla created the highest rated fully electric luxury car on the market. Many people felt that Musk was going to fail, but he proved them all wrong. He is now one of the most talked about people in business around the world. He is also influencing others to follow in his footsteps. Because of Musk's status in the engineering community, and his boundless ingenuity he is considered one of the smartest people on the planet.

3. An international manager in eastern culture might have to adjust his cultural views of status to do business with his western counterparts. For example, in China subordinates in a company are expected to follow the orders of their bosses. In western companies communication flows upward and downward. A Chinese manager would have to take this into consideration when communicating with western branches of his company. Otherwise he might think his western employees are being defiant, when they are only trying to help. Status also plays a big role in the Middle East. There are a lot of wealthy sheikhs who own and run oil companies. Westerners might consider these Sheikhs as spoiled brats who were born with a silver spoon in their mouth. A Sheikh who is doing business in a western setting might want to be fluent in english and be well versed in the oil business before holding meetings with his western business partners. Because, unlike in the Middle East where status is everything, in the west his status will mean very little.

## PART B - 4 BARRIERS TO EFFECTIVE COMMUNICATION

1. Language: Language can create barriers to effective communication. America has a diverse work force full of people of varying ages and cultural backgrounds. This causes people to communicate in different ways. Compounding these differences are the acronyms, slang, and abbreviations that proliferate in social and business circles, and this lingo is always changing. I've had to learn a few myself during the years of my incarceration. Thanks to Jersey Shore I had to have someone explain what DTF means. I was confused about selfies for a while. I even had a prison guard look up LGBT on the internet, so I would know who this new group of people are. Yeah, language can get pretty hairy, foshizzo. ;-0

2. Messages: Emotions distort messages. People in positive moods are more likely to accept information at face value, whereas people in negative moods tend to scrutinize messages in greater detail. (P. Brinol, et al, 2007)

Emotions are also infectious. When people communicate emotionally, whether the emotion is positive or negative, others tend to pick up on the emotion and return a similar emotional response. People also interpret information depending on how they feel about certain individuals. If we don't like someone, we might never listen to what they are saying no matter how truthful, logical, or helpful it could be.

3. Communication apprehension: Many people feel fear or get anxious when communicating orally, in written form, or both. (S.K. Opt and D.A. Loffredo, 2010). People who fear oral communication avoid situations. This is detrimental to finding employment, since most jobs require some oral communication.

Such behavior can cause inefficiencies at work. For example, a communication apprehensive might send an email where a phone call or meeting would be much more productive.

4. Lying: Lying or misrepresentation of information is a part of life in our society. In one diary study, the average person reported telling one to two lies per day, with some individuals telling considerably more (B.M. Depaulo, et al, 2010). Lies are not easily detectable either. Lies are very damaging, because they cause people to make judgments and decisions based on false information, which can hurt everyone involved. For example, say a stock broker tells all his investors to invest in a certain stock because he has inside information that the stock will go up, but in actuality he knows it is going down. So he puts all the investors' money including some of his own on a naked put option. He then collects the profit when it goes down, and convinces his investors that they lost their money. That is a pretty bad lie.

## PART B - QUESTION 2

1. A good example of downward oral communication is the imaginary conversation between the assistant manager of a Target store John Mayer and Billy Rockfall, his sales clerk. John says, "hey Billy, I really love your register display, but I think it would be better if you moved the Celebrity Trash magazines closer to the counter. It's easier for the customer to see. Plus, those magazines have been really hot sellers ." Billy replies, "That's a really great idea boss. I wish I had thought of it, I will get right on it."

An example of upward written communication is when Billy Rockfall writes an email to the manager of the Target store Ron Bergstrom. The email says, "Ron, John thinks I should keep Celebrity Trash magazine right over the counter where people can see it. The result is people look at the magazine before they buy their merchandise, then stuff it back in the wrong spot. Nobody ever buys the magazine and I just end up cleaning up the mess. Do you mind if I put some bubble gum over the counter instead of that crappy magazine? Sincerely Billy."

An example of lateral communication is when Billy talks to Cindy Picklemore, the sales clerk who works the register next to Billy's register. The conversation goes something like this. Billy says, "Hey Cindy do you have any Celebrity Trash magazines in your magazine rack?" Cindy responds, "No, I sold out of those, so I filled the empty spot on the rack with Moose's Unlimited magazine." Billy retorts, "would you mind if I swap some of my Celebrity Trash magazine for a few of your Moose's Unlimited?" Cindy responds, "no problem." Billy responds with a smile and a nod.

## REFERENCES

*Essentials of Organizational Behavior*, Twelfth Edition  
by Stephen P. Robbins and Timothy A. Judge  
Copyright © 2014, 2012, 2010 by Pearson Education  
Published by Pearson Education, Inc.  
Boston, Massachusetts 02116

See J. Berger, M. H. Fisek, R. Z. Norman, and M. Zelditch,  
*Status Characteristics and Social Interaction: An Expected  
States Approach* (New York: Elsevier, 1977).

P. Briñol, R. E. Petty, and J. Barden, "Happiness Versus  
Sadness as a Determinant of Thought Confidence in  
Persuasion: A Self-Validation Analysis," *Journal of  
Personality and Social Psychology* 93, no. 5 (2007),  
pp. 711-727.

B. M. Depaulo, D. A. Kashy, S. E. Kirkendol, M. M.  
Wyer, and J. A. Epstein, "Lying in Everyday Life," *Journal  
of Personality and Social Psychology* 70, no. 5 (1996),  
pp. 979-995; and K. B. Serota, T. R. Levine, and F. J. Boster,  
"The Prevalence of Lying in America: Three Studies of Self-  
Reported Lies," *Human Communication Research* 36, no. 1.  
(2010), pp. 2-25.

See, for instance, S. K. Öpt and D. A. Loffredo, "Rethinking  
Communication Apprehension: A Myers-Briggs Perspective,"  
*Journal of Psychology* (September 2000), pp. 556-570; and  
B. D. Blume, G. F. Dreher, and T. T. Baldwin, "Examining the  
Effects of Communication Apprehension within Assessment  
Centres," *Journal of Occupational and Organizational  
Psychology* 83, no. 3 (2010), pp. 663-671.